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ABSTRACT

The report summarizes achievements of a 3 year project to provide continuing education to speech-language-hearing clinicians and special education personnel via a speaker telephone. Committees were formed in each participating district to plan for staff development based on local needs. Consultants chosen to present training were asked to mail any material for their presentations. The Mini Convener equipment used included a self contained desk-top teleconferencing unit compatible with standard telephone lines. Evaluation data revealed that the project provided 5,377 contact hours of continuing education during the third year. Participant evaluations supported the viability of the speaker telephone as an alternative model for continuing education and cost computations revealed the approach represented a 55 percent savings over face to face instruction. Also included is the Coordinator Training Manual which includes information on: (1) soliciting consultants, (2) using the conference telephone, (3) using the telephone system, (4) pre-planning teleconference instruction, (5) designing teleconference instructional strategies, (6) instructing the consultant, and (7) participant evaluation. (CL)

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SPEAKER TELEPHONE CONTINUING EDUCATION

FOR

SCHOOL PERSONNEL SERVING

HANDICAPPED CHILDREN

NCV 8/11/586

FINAL PROJECT REPORT

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF SPECIAL EDUCATION

PROJECT DIRECTOR
ROBERT G. SHOWALTER
ASSOCIATE PROFESSOR

PURDUE UNIVERSITY

1983

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EC 153590

SPEAKER TELEPHONE CONTINUING EDUCATION

Final Report - 1981 - 1982

ABSTRACT

This report reviews the third and final year of a three-year project to explore the application of speaker telephone as a viable cost, energy, and time-efficient continuing education model for personnel serving the handicapped in Indiana schools. During this final year, the focus was on the continuing education needs of persons serving the handicapped in sixty-four special education cooperatives. The project provided 5,377 contact hours of continuing education. This is of particular significance when considering that 37% of the first year participants reported having no continuing education during the preceding year.

The director of each participating special education program appointed a staff continuing education committee. The committee, after consulting their colleagues and the director, developed a speaker telephone continuing education plan based on identified local needs. Each LEA selected speakers/consultants from anywhere in the continental United States. The chairman of the local continuing education committee served as a coordinator, working with the project director and selected consultant(s) in planning and evaluation. Participating LEA's received speaker telephones designed for both small and large group continuing education.

The evaluation data strongly supports the use of speaker telephone as a continuing education model. Two questions on the participant evaluation form are of particular significance.

Of the 2,438 evaluations completed by participants:

---78% agreed that they were immediately able to relate the information to their child service needs.

---87% agreed that speaker telephone continuing education project was excellent.

Cost analysis revealed that speaker telephone continuing education resulted in an 55% savings over the traditional face-to-face instruction.

Additional data is supplied in evaluating the speaker telephone continuing education project.

PART III - PROJECT INFORMATION

PROJECT DESCRIPTION AND FINAL REPORT

THIRD YEAR 1981 - 1982

The third and final year of the Speaker Telephone Continuing Education Project has been completed, and we have learned a great deal from our experience. The evaluation data strongly support the viability of speaker telephone as an alternative continuing education model.

PROJECT DESCRIPTION

The project was three years in duration. Approval for the second and third year were dependent on the favorable review by the Indiana Department of Public Instruction, Division of Special Education.

FIRST YEAR (1979-1980): During this initial period, 160 hours (10 hours each) of continuing education were provided to speech-language and hearing clinicians employed by the 16 participating LEA special education programs.

SECOND YEAR (1980-1981): During this year, 31 additional LEA's were added to the 16 LEA's participating in the first year. The speech-language-hearing clinicians and selected special education personnel employed by the 47 LEA's were provided 470 hours on continuing education (10 hours per LEA). Each LEA determined locally which service area personnel would receive training.

THIRD YEAR (1981-1982): During the last funding year 17 additional LEA's joined the 47 continuing programs. The format remained the same with the 64 LEA's each receiving up to 10 hours of continuing education.

The 64 special education cooperative participating in the final year selected speakers from throughout the continential United States. All consultants were chosen on the basis of their recognized expertise in the topic area and their speaking/teaching skills (see Appendix A).

The director of each participating special education cooperative appointed a staff continuing education committee. The committee, after consulting with colleagues and the director, prescribed the content and format of instruction based on identified local needs. The chairman of the local continuing education committee served as a coordinator working with the project director and the selected consultant(s) in planning and evaluation (see Appendix B). LEA coordinators and directors were invited to Purdue to receive their speakers telephones and to participate in an orientation/training conference (see Figure 1). Instruction included equipment operation and the development of effective instructional strategies.

PURDUE SPEAKER TELEPHONE CONTINUING EDUCATION

ORIENTATION/TRAINING CONFERENCE
LEA PROJECT COORDINATORS

Figure 1

The project format was flexible to provide maximum adaptability to individual LEA staff needs. The following plan was implemented.

a. A suitable room within the participating special education cooperative was selected. A modular telephone jack was installed on an existing telephone line. It was recommended that a room be located in a building that had multiple telephone lines so that building phone service would not be interrupted during speaker telephone continuing education sessions.

b. Each participating special education cooperative chose several topics for their in-service program. (see Appendix D). Likewise, they chose several consultants.

c. Before the in-service calls, the consultant mailed one copy of any handout material he/she wished the staff participants to read prior to the call or have for reference during instruction. The chairman of the continuing education committee had the material copied in sufficient quantity for distribution to the staff. Consultants used audio-visual aids which were mailed in advance of the in-service call. For example, should a consultant wish to show slides, he/she would mail the slides with instructions for the order of presentation. During the instructional period, the coordinator would operate the slide projector presenting the slides as they were called for by the consultant over the phone. The consultant also included a picture (see Figure 2) and a vita which provided the participants an opportunity to know more about the consultant. The coordinator sent the consultant a group picture of the participants along with their names, educational background and information about type of children each served.

d. Subject to the approval of the consultant, all presentations were recorded on audiotape and held for sharing with absent staff and other cooperatives at a later date.

e. Upon completion of the speaker telephone instruction, the coordinator returned slides or other visual material belonging to the consultant.

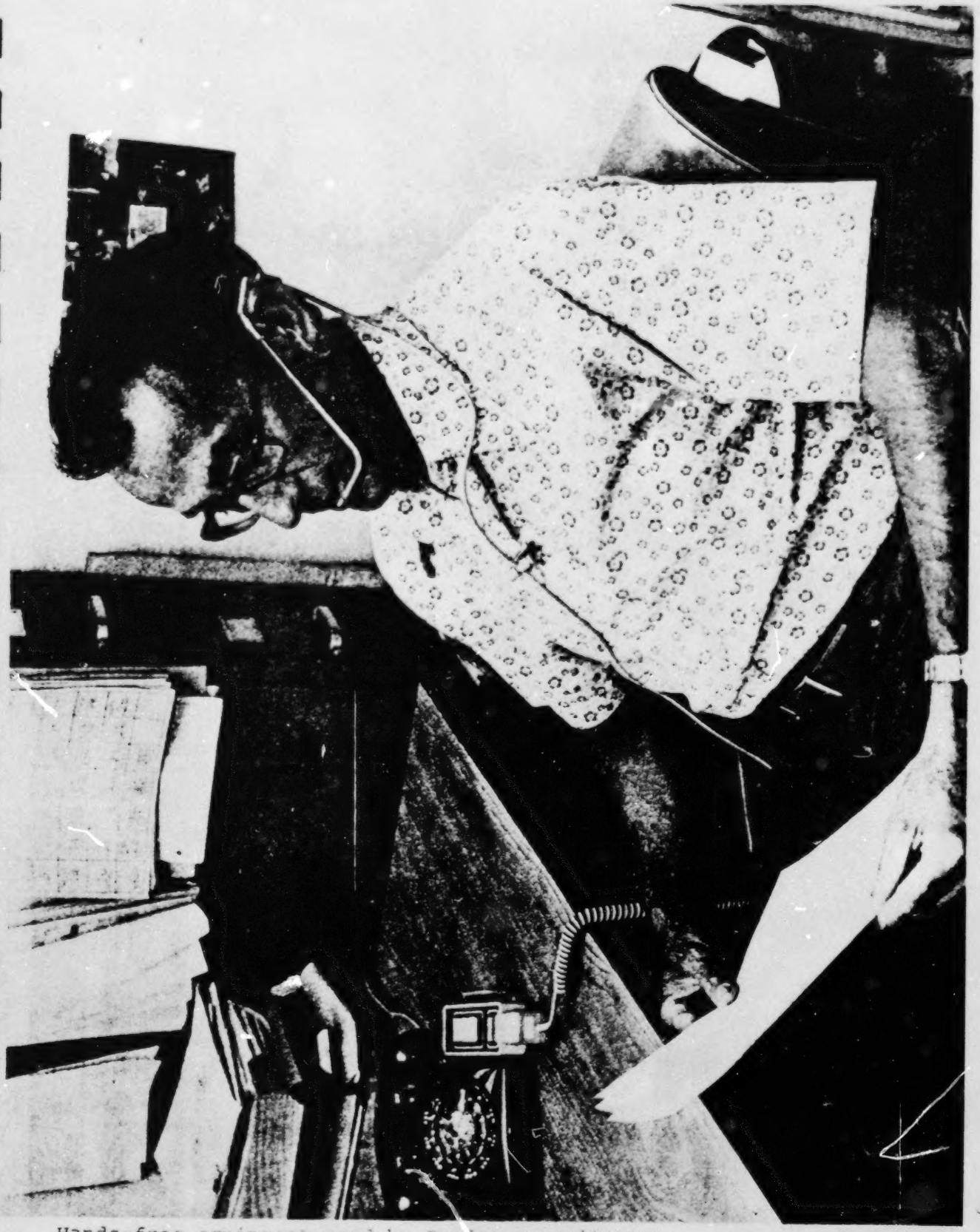
Each participating special education cooperative was provided a Darome Incorporated, Mini-Convener, Model 610-A (see Figure 3) for use during the project. At the time designated for instruction, the coordinator called the consultant using a credit card number assigned to the project account at Purdue University.

The project director compiled a Consultant Resource Directory in Speech-Language Pathology and Audiology for use in planning by the LEA participants. The directory included names, addresses, phone numbers and area(s) of expertise of 335 persons from through-

out the United States. The project director also wrote a training manual for LEA project coordinators. Copies of the above documents are appended to this report.

PARTICIPATING SPECIAL EDUCATION COOPERATIVES - THIRD YEAR

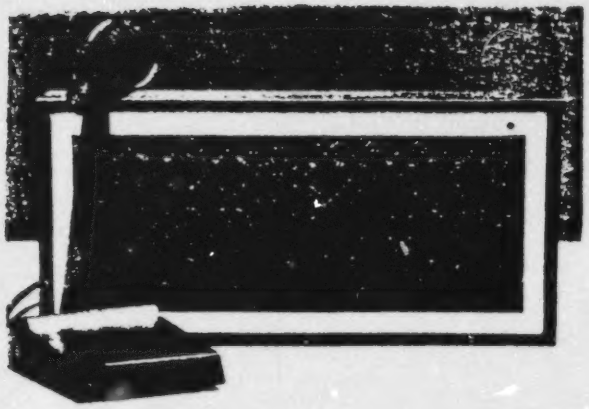
1. Adams-Wells Special Services Coop.*
2. Anderson Community Schools
3. Bartholomew Special Services Coop.
4. Blue River Special Education Coop.
5. Blue River Valley School Corp.
6. Boone-Clinton-Northwest Hendricks Jt. Serv.
7. Clark County Special Education Coop.
8. Clay Community Schools
9. Covered Bridge Special Ed. District
10. Daviess-Martin Special Education Coop.
11. Dubois-Spencer-Perry Ex. Children's Coop.
12. East Allen County Schools
13. East Chicago City Schools
14. East Central Special Services District
15. Elkhart County Joint Schools
16. Evansville-Vanderburgh-Posey Sp. Ed. Coop.
17. Fairfield-Goshen-Middlebury Sp. Ed. Coop.
18. Fort Wayne Community Schools
19. Gary Community School Corporation
20. Gibson-Pike-Warrick Sp. Ed. Cooperative*
21. Greater Lafayette Area Special Services
22. Greene-Sullivan Special Education Coop.
23. Hamilton-Boone-Madison Special Serv. Coop.
24. Hammond School City
25. Hancock-South Madison Joint Services
26. Harrison County Special Education
27. Huntington-Whitley Area Programs
28. Indianapolis Public Schools
29. Jay-Randolph Joint Services
30. Johnson County Special Services
31. Joint Education Services in Special Education
32. Knox County Special Education Services
33. Kokomo Area Special Education Coop.
34. Logansport Area Jt. Special Services*
35. Madison Area Educational Sp. Servs. Unit
36. Marion Community Schools
37. Michigan City Area Schools
38. Mishawaka-Penn-Harris-Madison Jt. Servs.
39. Monroe Joint Special Ed. Program
40. MSD of Lawrence Township
41. MSD of Martinsville
42. MSD of Warren Township
43. MSD of Washington Township
44. MSD of Wayne Township
45. New Albany-Floyd Co. Cons. Sch. Corp.
46. New Castle Area Program for Exceptional Children
47. North Central Indiana Sp. Ed. Coop.*
48. Northeast Indiana Sp. Ed. Coop.*



Hands-free equipment used by Purdue consultants

Figure 2

DAROME MINI CONVENER SERIES



(14½ W, 7 H, 3½ D)

MULTI-TELECONFERENCING CAPABILITY

BUILT - IN P.A. SYSTEM

AUXILIARY INPUT & RECORD OUTPUT

COMPLETE SOLID STATE ELECTRONICS

SPECIAL CARDIOID DESIGNED MICROPHONE

PRIVACY MIC SWITCH

The Mini Convener Series consists of a self contained desk top teleconferencing unit which interfaces with standard telephone lines.

Various options and configurations are available; however, teleconferencing systems and programs are only as strong as the material prepared for transmission over a network along with the technical quality of the network. Properly designed programs, with a little imagination will fill the needs of any "real time" situation.

GENERAL SPECIFICATIONS

1) Public Address Control - Sets voice level of local participants. (This is a one time, screwdriver adjustment.)

2) Volume Control - Sets the voice levels of the incoming phone lines.

3) Microphone Input - Accepts any standard microphone terminated with a 1/4" plug.

4) Telephone Interconnect Cable - Cable which interfaces the convener into a standard phone jack.

5) Aux Input Jack - Allows for the playing of a prerecorded message or program which will mix with and be heard by the caller and over the local PA. This signal will also be available at the Record Output jack.

6) Record Jack - Interfaces with most cassette players.

7) Microphone - The low impedance microphone which comes with the convener has been designed to meet a tight cardioid pattern and specifically to match the convener. It is both sensitive and directional to eliminate "room acoustical feedback" associated with omni microphones.

8) Fuse - Standard 1/2 Amp AG series type.

9) Loop Back Switch - Contained in all 4 wire conveners. (It is a test feature for isolating network problems.)

10) Slide Projector Feature - Feature which allows any one station to "Trip" all slide projectors at all stations simultaneously.

MODELS

610 - 2 wire Mini Convener
611 - 4 wire Mini Convener
620 - 2 wire Mini Convener with slide projector capability.
621 - 4 wire Mini Convener with slice projector capability.

DAROME 10 S. JEFFERSON ST. HARVARD, ILLINOIS 60033 / PHONE 815-943-5481
TWX 910-634-0277 TOLL FREE 800-435-6174 (except Illinois)

Figure 3

49. Northwest Indiana Sp. Ed. Coop.
50. Orange-Lawrence-Jackson-Martin Jt. Serv.
51. Porter County Special Education Coop.
52. Posey County Special Education Services
53. Putnam-West Hendreicks Sp. Ed. Coop.
54. Rensselaer Area Coop. School Serv.
55. Richmond Community Schools*
56. Ripley-Ohio-Dearborn Sp. Ed. Coop.
57. R.I.S.E. Special Services
58. Smith Green-West Allen Sp. Ed. Coop.
59. South Bend Community Schools
60. South Central Area Special Ed. Coop.
61. South Laporte County Sp. Ed. Coop.
62. Wabash-Miami Area Prog. For Ex. Children
63. West Central Indiana Sp. Ed. Coop.
64. West Lake County Special Education Coop.

(*received two speaker telephones)

DEMOGRAPHICS

Prior to discussing the methods of evaluating the speaker telephone project, it seems worthwhile to present a composite of the demographic data submitted by the participants. Of the 232 speech-language-hearing staff participating in the first project year, 202 completed the personal data sheet. In some instances, participants may not have recorded a response to a given question. The item analysis revealed that:

Years of experience

44% - 1-5 yrs
23% - 6-10 yrs
12% - 11-15 yrs
5% - 16-20 yrs
9% - over 20 yrs

Years with current employer

52% - 1-5 yrs
20% - 6-10 yrs
9% - 11-15 yrs
2% - 16-20 yrs
1% - over 20 yrs

Highest degree

29% - Bachelors
50% - Masters in S-L-H
14% - Masters in other than S-L-H
1% - Education Specialist

ASHA clinical certification

11% - Audiology
54% - Speech-Language Pathology
35% - None

Indiana Board of Examiners on Speech Pathology and Audiology

35% - Licensed
65% - Non licensed

Professional association membership

22% - ASHA
56% - ISHA
12% - CEC
3% - ICEC
34% - ISTA
29% - NEA
18% - AFT

Estimated continuing education hours acquired during previous year

37% - None
8% - 1-10 hrs
14% - 11-20 hrs
7% - 21-30 hrs
9% - 31-40 hrs
5% - over 40 hrs

During the third year of the project participants were asked to designate their area of specialization on the evaluation form. Item analysis recorded the following distribution:

68% communicative disorders
9% learning disability
6% mentally handicapped
4% special education administration
3% multiply handicapped
3% psychological services
2% emotionally handicapped
2% supportive personnel (aids)
1% audiology
1% hearing impaired
1% regular classroom teachers

EVALUATION

On-going evaluation was conducted throughout the third year of the project. Participants completed an evaluation after each speaker telephone session. An item analysis was administered by the Purdue Measurement Research Center. Item analysis data were returned to the LEA coordinator and the consultants for their information. At the conclusion of the third year, all evaluations (2438) were subjected to a single group item analysis. LEA coordinator was mailed an evaluation item analysis of all the LEA combined sessions and the item analysis of the combined 64 special educations cooperatives. Each coordinator submitted an annual report that included narrative comments as to the strengths and weaknesses of the project (see Appendix E).

Consultants were also asked to evaluate each presentation, and copies were forwarded to the appropriate LEA coordinator. Again, at the conclusion of the year a single group item analysis was conducted and forwarded to coordinators and participating consultants.

Evaluation data for the third year reveal that the project provided 5,377 contact hours of continuing education. This is particularly significant in view of the fact that 37% of the participants reported having had no hours of continuing education in the preceding year. Participant evaluations strongly support the viability of speaker telephone as an alternative continuing education model (see Figure 4). Two questions on the participant evaluation are of particular importance.

Of the evaluations completed by participants:

---78% agreed that they were immediately able to relate the information acquired to their clinical/instructional needs.
---87% agreed that the speaker telephone project was excellent.

Two areas need continued careful consideration and development.

1. Strategies for enhancing participant interaction with consultants; and

2. Strategies for providing consultants with more effective feedback during and after teleconferences.

Participants also identified problems with the telecommunication system. Extraneous line noise and weak line signal had a negative impact on the speaker telephone sessions. The solution to the problem is more related to improvements in the state-of-the-art in telephone technoloy rather than changes within the project. However, coordinators were trained to deal with system problems when they occurred, and they reported problems did not seem to dampen the enthusiasm of the participants.

Consultants with no prior speaker telephone instructional experience frequently expressed considerable apprehension about providing continuing education to persons they could not see. In one instance a consultant was so uncomfortable with speaker telephone instruction that he withdrew from the project after his first session. However, final evaluation consultant comments reflected a very positive attitude toward the success of their efforts. Item analysis of the evaluations completed by the third year consultants (see Figure 5) revealed two significant points.

---83% of the consultants agreed that their speaker telephone sessions went very well.

---82% agreed they would be interested in continuing as a speaker telephone consultant.

The two problem areas identified by the participants were also of concern to the consultants.

LEA coordinators reported that participants preferred speaker telephone sessions be scheduled during school hours or, as a second choice, immediately after school. Evening and Saturday sessions had the poorest attendance. Coordinators also reported that the speech, language and hearing clinicians were most supportive while other area staff were less enthusiastic and more difficult to schedule.

COST ANALYSIS

While participant evaluation data were very positive, it is important to examine the project in terms of cost effectiveness. A record was kept of the distance each consultant would have had to travel to deliver the information face-to-face. During the project 282 consultants would have had to travel 519,948 miles to deliver 991 hours of instruction.

The total miles traveled were divided into two categories.

1. Consultants who would have had to travel more than four hundred miles round trip, and

2. Consultants who would have had to travel less than 400 miles round trip.

Category 1 travel cost estimates were based on 31¢ per mile economy air fare and Category 2 travel costs were based on 21¢ per mile by automobile. Costs are projected on the basis of travel only. Food and lodging were not included because of the variability of estimates. However, had they been included the cost estimates for face-to-face instruction would have been significantly higher.

Category 1 consultants would have traveled 470,822 miles
Category 2 consultants would have traveled 49,126 miles

Category 1.	(470,822 x 31¢)	$145,955
Category 2.	(49,126 x 21¢)	$ 10,316
	Total	$156,271 estimated travel cost

During the period between July 1979 and July 1982, there were a total of $28,155 in telephone calls charged to the project. These charges included administrative and organization/planning calls as well as the speaker telephone continuing education sessions.

Each of the sixty-four participating LEA's received a Darome model 610-A, Mini-Convener (amplifier) with carrying case, pulse dialed telephone, two microphones and two ten foot microphone cords. Four additional units were purchased to be available to LEA's in case of equipment failure. The units cost $610 each for a total cost of $41,480.

Final Year Evaluation 1981-82

Participant Evaluation

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

OVERALL COMBINED N = 2438		A	B	C	D	E
1. The operator was very helpful and efficient.	%	57	29	08	01	01
2. The telephone line signal was strong and clear.	%	46	31	07	11	04
3. There was no extraneous line noise.	%	38	33	08	15	05
4. The speaker's voice was of comfortable loudness and quality.	%	54	34	05	05	01
5. The microphones were readily accessible and easy to use.	%	56	35	04	03	01
6. The consultant had no difficulty hearing our questions.	%	50	36	06	07	01
7. The room size and seating arrangement was best for this type of telephone instruction.	%	48	40	07	04	0
8. The consultant was well organized and interesting.	%	63	29	05	02	0
9. Instructional objectives were appropriate.	%	55	33	08	02	0
10. Participants were encouraged by the consultant to take an active part in the program.	%	56	34	06	03	0
11. The session was well paced within the time allotted.	%	50	38	07	04	0
12. I felt comfortable asking the consultant questions.	%	47	35	13	03	0
13. The handout materials were most helpful.	%	43	27	16	03	01
14. I benefited by being able to relate course material immediately to my needs.	%	41	36	15	04	01
15. The scheduled time and day were satisfactory for the teleconference sessions.	%	53	38	05	03	01
16. Instructional objectives were met.	%	48	37	10	02	01
17. The consultant's presentation was excellent.	%	52	35	07	04	01
* 18. The speaker telephone approach to continuing education was excellent.	%	57	30	06	02	01

Your primary job classification (select only one answer from 19, 20 or 21).

19. A. Speech-language pathology B. Audiology C. Emotionally Handicapped D. Hearing Impaired E. Multiply Handicapped	%	64	01	02	01	03
20. A. Mentally Handicapped B. Physically Handicapped C. Learning Disabled D. Visually Handicapped E. Psychological Services	%	06	0	09	0	03
21. A. Special Education Administration B. Occupational Therapy C. Physical Therapy D. Paraprofessional E. Regular Class Teacher	%	04	0	0	02	01

** 87% AGREED SPEAKER TELEPHONE CE WAS EXCELLENT

Figure 4

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

1981-82 Consultant Evaluation Form N = 179

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

		1	2	3	4	5
1.	The project overview sent to me by the local education agency (LEA) project coordinator was very helpful.	% 37	49	9	2	1
2.	The telephone instructional strategies information sent to me by the LEA project coordinator was very helpful.	% 32	47	13	3	1
3.	The picture of the participants sent to me by the LEA project coordinator was worthwhile and should be continued.	% 20	21	16	6	3
4.	The participant demographic information sheets sent to me by the LEA project coordinator were very helpful.	% 39	40	6	2	2
5.	The LEA project coordinator reached me without difficulty at the scheduled time for the teleconference.	% 73	21	2	3	1
6.	The telephone line signal was strong and clear.	% 52	31	6	6	4
7.	I could easily hear questions asked by the participants.	% 40	35	11	6	4
8.	I had no difficulty generating questions and discussion.	% 28	32	22	12	3
9.	The honorarium was satisfactory.	% 27	44	17	4	3
10.	Overall, I feel my speaker telephone consultation went very well.	% 34	49	13	3	1
11.	I would be interested in continuing as a speaker telephone consultant in the future.	% 58	24	7	2	1
12.	I feel the most appropriate time of any single speaker telephone lecture should be 80* minutes. (*mean)					
13.	I feel LEA project coordinators should invite persons to be consultants at least 21 days before the planned teleconferences.					

Figure 5

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-8006

Total estimated travel cost	$156,271
Less Total telephone costs	$ 69,635
Total cost savings	$ 86,636

Speaker telephone continuing education in this example represents a 55% savings over face-to-face instruction.

CONCLUSION

The true measure of success of the speaker telephone continuing education project will be the willingness of the participating LEA's to continue the project without supplemental funding. Each LEA was informed that if they would provide at least three hours of staff speaker telephone continuing education each year for the next three years they could keep the equipment (see Appendix F). The cost of this three year commitment represents the approximate cost of the Darome 610-A, Mini-Convener.

Of the sixty-four participating LEA's, two chose not to continue the project and returned the equipment. Six LEA's requested and received one additional unit. Requests were based on problems related to geographic size of the cooperative making it difficult to bring staff to one central location and/or large number of staff wishing to participate.

Although funding will be an important factor, the critical element will be whether or not there is a committed/trained staff person assigned to continue the project. Experience suggests that this person should not be the director of special education. In three instances the director of special education chose to serve as project coordinator contrary to the project director's advice and the projects fell significantly short of their instructional goal.

Suggestions were given to directors of special education for continuing the project on a limited budget. They include:

1. Many persons working at universities, state or federal agencies have and will continue to contribute time for little or no honorarium. Especially since they can be of service without having to travel.

2. In-service sessions with other LEA staff in your non-toll telephone area. This would provide an opportunity for staff to share information, discuss solutions to common problems, or become familiar with instructional strategies used by other LEAs.

3. Sharing the consultant honorarium costs by joint speaker phone continuing education sessions which connect two or more LEAs with the consultant through the IHETS telephone bridge (see Figure 6).

The project director will continue to assist the LEA's in the following manner:

1. Provide consulting services for LEA speaker telephone coordinators and to assist in program development.

2. Trouble shoot any equipment and/or other problems LEA's may have.

3. Train new speaker telephone coordinators for LEAs whose coordinator may terminate employment with the LEA.

4. Develop special speaker telephone programs and credit courses using the IHETS bridge to link together several LEAs.

5. Provide loaner speaker telephones to those LEAs that may have equipment failure.

6. Serve as an information clearing house for program ideas and innovative approaches to using speaker telephones (see Figure 7).

In summary, speaker telephone continuing education can make an important contribution to a comprehensive system of personnel development. Results of this project and others demonstrate it is an efficient learning model that is cost effective. It is not intended to replace existing models but rather to provide an additional alternative to those LEA's striving to deliver quality services to Indiana's handicapped school children.

On behalf of the Department of Audiology and Speech Sciences, Purdue University, we wish to sincerely thank the Indiana Department of Public Instruction, Division of Special Education for supporting this project.

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT

INDIANA-ALASKA JOINT PROJECT

CONSULTANT: Elisabeth H. Wiig, Ph.D.
Boston University

February 26,1982
Friday 1:30-3:30 p.m. EST
8:30-10:30 a.m. Anchorage

TOPIC: Language Assessment

PARTICIPATING PROGRAM COORDINATORS:

ALASKA

ANCHORAGE

David Canterbury, Ed.D., Chief
Communicative Disorders Program
Alaska Department of Health and Social Services

Carolyn Coe, Coordinator
Speech, Language Services
Anchorage School District

FAIRBANKS

Sue Guinn, Coordinator
Speech, Language Services
Fairbanks School District

JUNEAU

Mike Mosher
Child Study Team Coordinator
Juneau School District

SOLDOTNA

Libby Cook, Coordinator
Speech, Language Services
Kenai Peninsula

INDIANA

LAFAYETTE

Diana Chalk, Supervisor
Speech, Language Services
Greater Lafayette Area Special Services

Bob Showalter, Project Coordinator
Audiology and Speech Sciences
Purdue University

PLYMOUTH

Laura Lappin, Coordinator
Speech, Language Services
Joint Educational Services in Special Education

Bridge Operators: Learn Alaska, Rocky Walden - (907) 263-1840

Indiana Higher Education Telecommunication System, Ellen Swanigan - (317) 263-8800 *

* Dr. Wiig and Indiana participants will call this IHETS bridge number on February 26 at 1:25 p.m.

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-3785

Figure 6

GLEN ACRES THIRD GRADE
Lafayette, Indiana

A SPEAKER-TELEPHONE VISIT

WITH

EZRA JACK KEATS

AUTHOR AND ILLUSTRATOR

GOAL:

In cooperation with Purdue University, this project has been designed to stimulate interest in and develop the basic skills of speaking, reading, and writing.

OBJECTIVES:

Prior to the phone call, each child will listen to and discuss Ezra Jack Keats' stories.

Children will read Ezra Jack Keats' stories independently.

Every child will prepare questions to ask Ezra Jack Keats in a speaker-telephone conference.

After the formal question and answer period of the phone call in which the children's written questions are used, the students will spontaneously interact with Ezra Jack Keats.

After the phone call each child will be given a home assignment to write to Ezra Jack Keats.

Emphasis will be placed on (1) What makes a story good? (2) How do illustrations contribute to the effectiveness of a story? and (3) What are the advantages and disadvantages of being an author?

HI, CAT!

PET SHOW!

SKATES!

WHISTLE FOR WILLIE

PETER'S CHAIR

THE SNOWY DAY

MAGGIE AND THE PIRATE

LOUIE'S SEARCH

GOGGLES

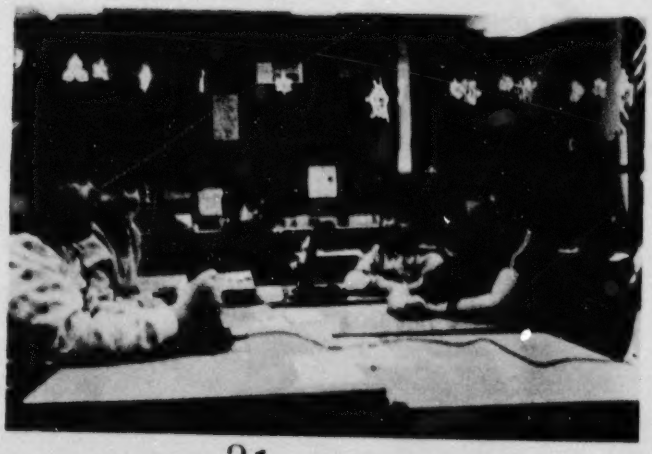
A LETTER TO AMY

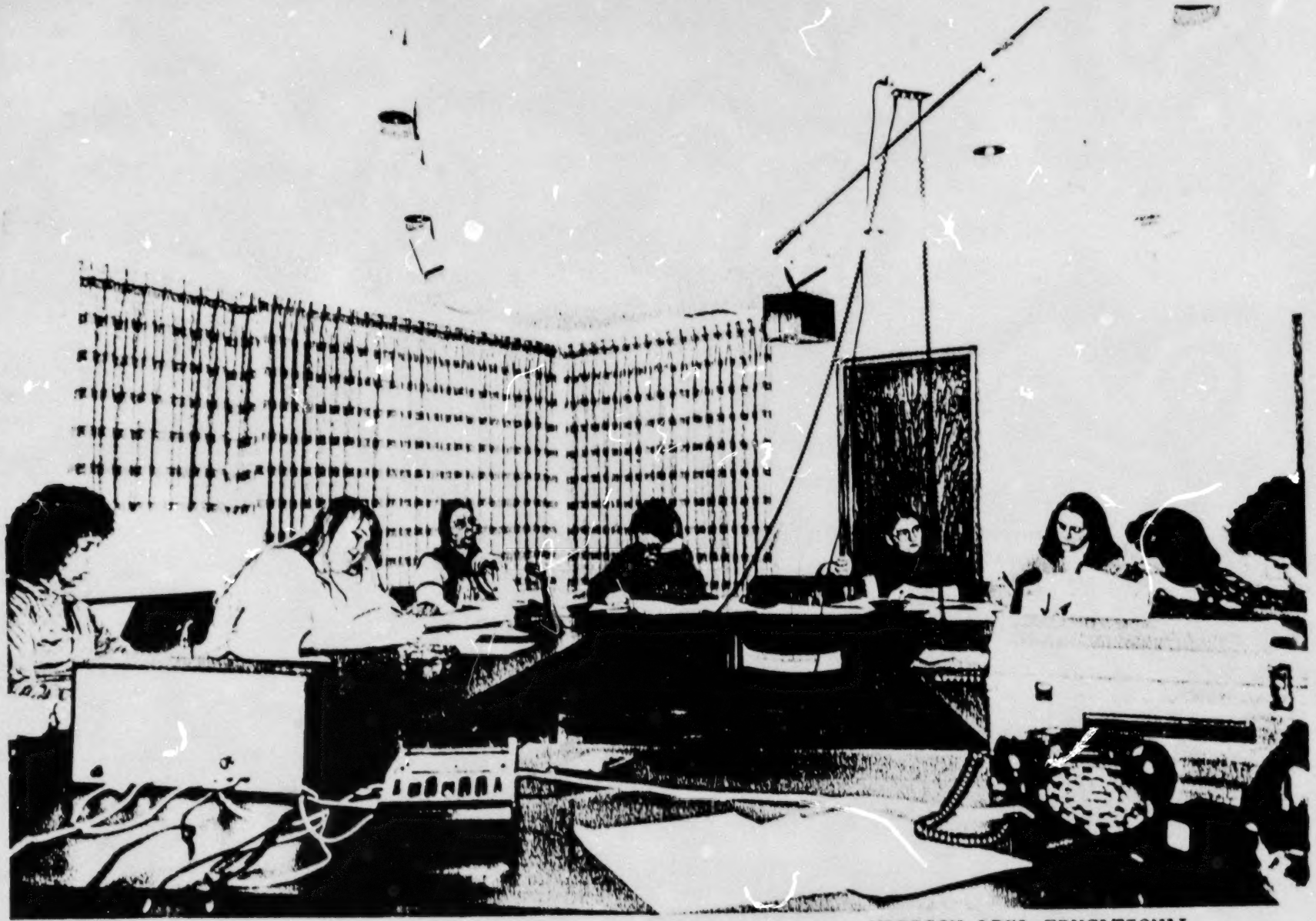
THE TRIP

DREAMS

REGARDS TO THE MAN IN THE MOON

READING IS FUNdamental





PURDUE SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT

Speech-Language-Hearing Clinicians

MADISON AREA EDUCATIONAL

SPECIAL SERVICES UNIT

APPENDIX A

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PURDUE UNIVERSITY

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J. Zink
1101 John Street
Manhattan Beach, CA 90266
2 hours conslt.

PURDUE UNIVERSITY

SPEAKER TELEPHONE CONTINUING EDUCATION

Participation Consultants

1979-1980

Martin R. Adams
Program in Communicative Disorders
University of Houston
Houston, TX 77004
8 hours conslt.

Moya Andrews
Indiana University Speech &
Hearing Center
Bloomington, IN 47401
5 hours conslt.

Judy Brasseur
Tulip Tree Apartments #60
Bloomington, IN 47401
3 hours conslt.

Virginia Brown
8803 Merion Circle
Austin, TX 78754
4 hours conslt.

Kenneth W. Burk
3917 East English
Wichita, KS 67218
6 hours conslt.

Elizabeth Carrow Woolfolk
11315 Smith Dale Rd.
Houston, TX
1 hour conslt.

Eugene B. Cooper
Speech & Hearing Center
P.O. Box 1903
University, AL 35486
7 hours conslt.

Barb Culatta
206 Linden Lane
Nicholasville, KY 40356
2 hours conslt.

Richard Culatta
Rm. 12 - Porter Bldg.
University of Kentucky
Lexington, KY 40506
5 hours conslt.

Russell Davis
Dept. of Comm. Disorders
N. Michigan University
Marquette, MI 49855
3 hours conslt.

Carl Dell
311 Bellview SE
Grand Rapids, MI 49508
4 hours conslt.

Marion P. Downs
Box 210
Univ. of Colorado Health
Science Center
4200 E. 9th
Denver, CO 80262
2 hours conslt.

Jon Eisenson
Dept. of Special Education
San Francisco State University
1600 Holloway
San Francisco, CA 94132
2 hours conslt.

Lon Emerick
Dept. of Comm. Disorders
N. Michigan University
Marquette, MI 49855
3 hours conslt.

Jill England
Washtenaw Intermediate School
District
1819 S. Wagner
Ann Arbor, MI 48106
2 hours conslt.

Gerald Freeman
2100 Pontiac Rd.
Pontiac, MI 48054
3 hours conslt.

Macalyne Fristoe
Dept. Audiology & Speech Sciences
Purdue University
W. Lafayette, IN 47907
1 hour conslt.

8

Stanley A. Goldberg
2695 18th Ave.
San Francisco, CA 94116
3 hours conslt.

Maura K. Hall
3931 N. Kansas Ave.
Topeka, KS 66617
3 hours conslt.

Barbara W. Hodson
2901 West William
Champaign, IL 61820
6 hours conslt.

Robert Hull
Speech & Hearing Dept.
Ball State University
Muncie, IN 47306
5 hours conslt.

Jane Jarrow
3533 Sunset Drive
Columbus, OH 43221
2 hours conslt.

Richard R. Kretschmer
1205 Wareham Drive
Cincinnati, OH 45221
2 hours conslt.

Jeanette Leonard
Speech & Hearing Clinic
Purdue University
W. Lafayette, IN 47907
3 hours conslt.

Laurence Leonard
Purdue University
Dept. Audiology & Speech Sciences
W. Lafayette, IN 47907
8 hours conslt.

Norma Lewis
608 Penguin St.
Louisville, KY 40217
1 hour conslt.

Jerilyn Logemann
356 Wagner Rd.
Northfield, IL 60093
3 hours conslt.

John R. Muma
Speech and Hearing Clinic
Texas Tech University
Box 4266
Lubbock, TX 79409
2 hours conslt.

Helmer R. Myklebust
5004 Oakwood Dr.
McHenry, IL 60050
6 hours conslt.

Carole Palmer
533 N. Patterson
Santa Barbara, CA 93111
6 hours conslt.

Carole Prutting
Speech & Hearing Clinic
University of California
Santa Barbara, CA 93106
4 hours conslt.

Peter Ramig
Dept. Communication Disorders
and Speech Sciences
University of Colorado
Boulder, CO 80309
1 hour conslt.

Ralph R. Rupp
Dept. of Audiology
University of Michigan
1111 E. Catherine
Ann Arbor, MI 48109

Richard Shine
Dept. of Speech, Language &
Auditory Pathology
East Carolina University
Greenville, NC 27834
6 hours conslt.

Karen Steckol
Audiology and Speech Pathology
Center
Myers Hall
University of Louisville
Louisville, KY 40292
4 hours conslt.

9

M. Irene Stephens
118 Rockland Dr.
W. Lafayette, IN 47906
4 hours conslt.

Orlando Taylor
Dept. of Comm. Arts & Science
Howard University
Washington, D.C.
2 hours conslt.

Keith Young
6705 Golfcrest
Galveston, TX 77551
11 hours conslt.

Inquiries about the continuing education CONSULTANT RESOURCE DIRECTORY or information on videotape lease/purchase of the PURDUE INTERACTIVE TELEVISION SERIES ON THE COMMUNICATIVELY HANDICAPPED may be directed to:

G. W. O'Brien, Director
Independent Study
Continuing Education Administration
116 Stewart Center
Purdue University
West Lafayette, Indiana 47907 (USA)
(317) 494-7231

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SPEAKER TELEPHONE CONTINUING EDUCATION

FOR

SCHOOL PERSONNEL SERVING

HANDICAPPED CHILDREN

COORDINATOR TRAINING MANUAL

PROJECT DIRECTOR

Robert G. Showalter
Associate Professor
Departments of Audiology and Speech Sciences
and Education
Purdue University

FUNDED BY

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

Harold Negley, Superintendent

DIVISION OF SPECIAL EDUCATION

Gilbert Bliton, Director

1981

PURDUE SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT

COORDINATORS HANDBOOK

Using speaker telephone to disseminate information is not a new idea, and much has been learned about the strategies for effective telephone instruction. I would like to share with you some of the planning/implementation strategies found in the literature, as well as knowledge gained from our own experiences with interactive television and speaker telephone continuing education.

The first and most important consideration is that this is your project. Each school corporation/cooperative will have the opportunity to decide not only what information you want, but what seems to be the best format for instruction. As the project proceeds and you evaluate the program, you can make any modifications that seem appropriate to your own needs.

INFORMALITY, CONSULTANT/CLINICIAN RAPPORT AND INTERACTION ARE IMPORTANT CONSIDERATIONS IN DEVELOPING A SUCCESSFUL PROGRAM.

The information provided here will be presented under seven topic headings:

I. SOLICITING CONSULTANTS
II. USING THE CONFERENCE TELEPHONE
III. USING THE TELEPHONE SYSTEM
IV. PRE-PLANNING TELECONFERENCE INSTRUCTION
V. DESIGNING TELECONFERENCE INSTRUCTIONAL STRATEGIES
VI. TO THE CONSULTANT
VII. PARTICIPANT EVALUATION INSTRUCTIONS

I. SOLICITING CONSULTANTS

Selecting the appropriate consultants to deliver speaker telephone continuing education will be very important to the success of your program. Consultants you choose should:

1. Have expertise in the topic area selected
2. Have an effective speaking voice - a sense of humor is a real asset
3. Be willing to make a commitment to planning and preparation

Unless you are relatively sure of the answers to these questions when you select your consultant, it is recommended that you contract for only one or two sessions. It is much easier, and more complimentary to the speaker, if you request additional sessions rather than terminate an unsatisfactory long-term commitment.

REMEMBER THAT EVEN THE BEST CONSULTANT WILL HAVE DIFFICULTY BEING EFFECTIVE IF S/HE DOES NOT KNOW YOUR NEEDS. In planning your program, you should identify specific needs. We have found that a consultant can be more effective if s/he is able to focus on a more narrow topic.

To assist in the selection of consultants in speech-language pathology and audiology, LEA coordinators have been provided with:

1. Consultant resource directory in speech-language pathology and audiology
2. A copy of the ASHA Convention program published in the Asha Journal prior to the annual convention
3. A listing of consultants who have already participated in the speaker telephone project

Also request suggestions from the LEA staff. Reviewing professional journals, such as the Journal of Speech and Hearing Disorders and Language, Speech and Hearing Services in the School, can also be very helpful.

DO NOT SOLICIT CONSULTANTS FROM OUTSIDE THE CONTINENTAL UNITED STATES.

LEA coordinators will telephone the persons selected as consultants using the Purdue credit card. The LEA coordinator will:

1. Identify first her/himself and the school corporation/cooperative.
2. Briefly explain the project.
3. Invite her/him to serve as a consultant and discuss the topic area in some detail, including possible dates and times.
4. Inform the consultant that Purdue will provide an honorarium of $50 per on-phone hour of instruction.
5. Explain that you will put all of the information discussed during the call in a letter to follow. THIS IS IMPORTANT TO ASSURE THAT THERE IS NO CONFUSION ABOUT WHAT, WHEN, AND HOW MUCH. I have included a model letter, project abstract, and instructional strategies information which are to be included with the letter.

This first letter to the consultant is in a sense a contract and should be typed on letterhead stationery. In accepting the invitation to participate in the project, school corporation/cooperatives have agreed to provide coordinators with secretarial help in typing correspondence to consultants.

I MUST HAVE A COPY OF ALL LETTERS INVITING CONSULTANTS TO PARTICIPATE IN THE PROJECT. Although not necessary, it would help significantly if coordinators would send me copies of all correspondence related to the speaker telephone project.

If you have any questions at any time, please feel free to call me, station to station using your Purdue credit card. If I am not in, leave your name and number and I will return the call at the earliest possible time. I am very pleased to have an opportunity to work with you on this most interesting project.

II. USING THE CONFERENCE TELEPHONE

At the orientation session you will be given instructions on how to use the conference telephone. As you will discover, the actual operation is quite simple. However, the major challenge will be in getting used to using the equipment. Remember how awkward you felt the first time you used a tape recorder? It would be most helpful if the coordinator and the staff could be comfortable in using the equipment prior to the actual implementation of the Speaker Telephone Continuing Education Project. For instance, the coordinator and the participants sould have a staff meeting in which one of the members of the staff would present some information to the group over conference telephone. This would be accomplished by having the presenter on the phone at some remote location. Another option, which would have the advantage of getting your administrators involved in the project, would be to have a staff meeting in which your Director of Special Education would present information to the group from a phone at a remote location. Using your own ingenuity, I'm sure that you can come up with some equally suitable ideas. Remember, the key word is interaction. It is important that the staff have ample opportunity to become accustomed to how the microphones operate and to ask questions.

III. USING THE TELEPHONE SYSTEM

To a great extent, the success of the project will be determined by the quality of the telephone signal. We will be using regular telephone lines and, as you well know, it is quite possible to get a connection that is weak or has considerable line noise.

The calls you make will be operator assisted using a credit card number charged to an account here at Purdue University. In placing your call, inform the operator that you are making an educational teleconference call and you would like to have her remain on the line until you have had a chance to check the quality of the signal (i.e. listen to the consultant's voice and see if it's loud and clear). If the connection is not a good one, then the operator can assist you in getting a better connection. Should you have to hang up and re-dial in order to get a different line, you will not be charged for the previous attempt.

I have found from my own experience using conference telephone that there is a significant difference in the strength of the signal from a call made locally as compared to a long distance call, with the latter signal being weaker. To experience this difference, I suggest that you make a local call, perhaps a local recording such as time and temperature or dial-a-prayer, and then call a non-toll number such as Holiday Inn (1-800-238-8000).

Once you have a good connection, it is also important that the speakers at both ends speak directly into their microphones and with sufficient intensity. If the speaker is not speaking loud enough, or speaking too rapidly or not speaking directly

into the microphone, it is important that the coordinator ask the speaker to make whatever changes are necessary to improve the quality. Participants rapidly lose interest in listening to someone they cannot clearly understand.

IV. PRE-PLANNING TELECONFERENCE INSTRUCTION

An important part of the pre-planning is for the consultant and the clinicians to know something about each other. The consultant will be asked to send a vita and a picture to the clinicians with whom s/he will be talking. Of equal importance, the coordinator should send the consultant information about the staff. You may wish to use the same form that the participants in this project completed. I will send you copies of the participant information forms to send to consultants.

A picture of the participants will be of interest to the consultants, and you will personally receive $15 for this purpose. The picture of the staff should be taken in the conference room being used for the project. Be sure the speaker telephone equipment is in the picture. You will need at least three 8" by 10" black and white glossy prints of the picture. One copy will be sent to me, one copy can be used with any media publicity your corporation/cooperative may release, and the third copy will be retained as a master for xeroxing copies to send your consultants. Some participating cooperatives have had the pictures taken by high school students in a photography class or student photographers for the high school yearbook. In some cases, a project participant has volunteered to take the pictures.

Pre-planning will also include consideration of the instructional format which we will discuss in the next section. Consideration should be given to the use of audio-visuals such as audio-tapes, video-tapes and slides.

The consultants will be encouraged to use hand-out materials from ASHA journals. Since most of the participating co-ops employ ASHA members, it will not be necessary for the consultant to send the copy for duplication since it would be available in the school corporation.

V. DESIGNING TELECONFERENCE INSTRUCTIONAL STRATEGIES

As the local Continuing Education Committee discusses the specific content area(s) you wish the consultant to address, you will want to develop some specific learning objectives. The telephone conference format could include a lecture followed by questions and answers, a presentation of case studies, or brain-storming in which the group discusses local problems with the consultant. Whatever format you use, remember again that the most important ingredient will be staff interaction. There are some basic points that should be remembered.

A. Instructional periods should be planned in short segments. Since teleconferencing will largely be an audio medium, it is recommended that conference sessions be limited to an hour or at most an hour and a half. Instruction should be designed to provide participants with opportunities for questions and discussion about every ten to fifteen minutes. Consultants will be encouraged to present no more than three major ideas in each half-hour program segment. Studies indicate that participants respond much more positively to in-depth coverage of fewer topics. As the amount of material increases, short term retention decreases. Consultants will be encouraged to change the pace of the programs about every ten to fifteen minutes.

B. Repetition is important; consultants will be encouraged to present an outline covering the topics to be presented and to summarize the major points of the material presented.

C. Feedback - As mentioned above, it is particularly important that the participants have ample opportunity for interaction. It is also important that the participants provide feedback to the consultant so that he can more appropriately plan future presentations.

VI. TO THE CONSULTANT

One of the advantages to speaker telephone continuing education is that the consultant does not have to spend long hours in non-productive travel and can deliver information from amy place where there is a telephone. I have had phone lines installed in our classrooms here at Purdue for the purpose of bringing experts and students together but have also, on occasion, used telelecture to meet my teaching commitments when called out of town.

Ideally it would be more convenient if consultants could present information hands-free, that is, not have to hold the standard head set to your ear. Here at Purdue we use a "Star-Set" which looks like a behind-the-ear hearing aid with a mike tube to the mouth. Because this project will utilize approximately 90 consultants from all over the country, it is not feasible to try to provide hands-free equipment. However, you may find that your employer has hands-free equipment that would be available to you. Contact your A-V center or telecommunication unit. IT IS VERY IMPORTANT THAT YOU ARE LOCATED IN A PRIVATE, QUIET LOCATION WHERE YOU WILL NOT BE DISTURBED BY NOISE, IN-COMING CALLS OR PEOPLE.

DO NOT USE ANY TYPE OF HANDS-FREE TELEPHONE EQUIPMENT THAT DOES NOT HAVE AN EXTERNAL MIKE THAT CAN BE PLACED NEAR THE MOUTH. Speaker telephones with internal mikes reduce the quality/intensity of the voice and may cause the voice-actuated conference phones used by the participants to cut off the ends of words.

In the absence of hands-free equipment, you may simply choose to present from your office or home. I have found that when I am out of town participating in a teleconference from a motel,

that a most comfortable position is to be stretched out on the bed with my materials beside me (I bet that statement generates some hilarious comments). Besides, if you get boring you can go to sleep.

When discussing teaching style, I think three very important aspects of the delivery of clinical services apply very well here: 1) rapport, 2) interaction, and 3) content.

RAPPORT

Because of the remote, audio-only, nature of speaker telephone instruction, a warm, informal, and supportive atmosphere will enhance participant satisfaction. As mentioned above, the local coordinator will be sending you information sheets on the participant. Look them over, you may find people you know. Use this information during your telelecture so that you may call on people by name. Ask the participants to precede all comments with their names. I hope the local coordinator will also be able to send you a picture of the group. Likewise, be sure to send the local coordinator information and a picture of yourself.

INTERACTION

As indicated above, frequent interaction is extremely important. At first the participants may be somewhat hesitant to talk. You may want to start with non-threatening types of discussion related to their concerns, interests and activities. You and the local coordinator will want to work on this together.

CONTENT

In the ten years that we have been using multi-point interactive television to provide continuing education, participants have made it quite clear that they are not interested in speakers that choose only to talk about research. They are primarily interested in information which has direct application to their clinical work. To assist the consultants in meeting the needs of the participating professionals, each special education cooperative has prepared a continuing education plan identifying areas of special need and interest. You will want to discuss this with the local coordinator as you plan and implement the instruction. I strongly urge you to use the supplemental handouts and audio-visual materials mentioned above. Past experience indicates that the participants respond most favorably to audio or video tape speech samples and clinical demonstrations. I would be most happy to loan you tapes if needed.

Your presentation outline, handout materials and audiovisual aids should be mailed well in advance of your teleconference so that the coordinator will have time to make copies. Identify those items you wish to have returned upon completion of your commitment.

I would like to sincerely thank you for your cooperation in the speaker telephone continuing education project. As we evaluate our efforts, I will be most interested in your evaluation, comments and suggestions. Please feel free to call me if you have any questions.

Good luck. I hope you find this a most exciting and worthwhile experience.

VII. PARTICIPANT EVALUATION INSTRUCTIONS

Upon conclusion of each speaker telephone session, all participants will complete an evaluation. Each participant will be given:

1. Evaluation questions
2. TRANS-OPTIC score sheet
3. Number 2 pencil

ALL ANSWERS WILL BE RECORDED ON THE TRANS-OPTIC FORM WITH #2 PENCIL.

It is important that participants record on the TRANS-OPTIC form:

A. Name of speaker after INSTRUCTOR in upper left corner.
B. Actual DATE of session in upper right corner in space provided. No other information across the top of the page is needed.
C. **The Name of your Special education cooperative or school corporation**

MARK ONLY ONE CIRCLE AFTER THE APPROPRIATE NUMBER. DO NOT PUT ANY OTHER MARKS ON THE TRANS-OPTIC FORM.

Collect all materials. Save the evaluation questions and #2 pencils for use during the next sessions and mail the completed TRANS-OPTIC FORMS to me for data processing. The coordinator and consultant will receive copies of the results.

PURDUE UNIVERSITY
DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT

Participant Evaluation

Please complete this evaluation after each speaker telephone session. MARK YOUR ANSWERS ON THE TRANS-OPTIC FORM USING #2 PENCIL.

A. Place speaker's name on line after INSTRUCTOR.
B. DATE of presentation.
C. In the lower left corner under SECTION, record your corporation/ cooperative project code number. YOUR COORDINATOR WILL GIVE YOU THE PROJECT CODE. No other information is needed.

DO NOT FOLD TRANS-OPTIC FORM.

Mark ONLY ONE circle after the appropriate number. When completed, return the TRANS-OPTIC form, this sheet, and the pencil to your coordinator.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

1. The operator was very helpful and efficient.	A B C D E
2. The telephone line signal was strong and clear.	A B C D E
3. There was no extraneous line noise.	A B C D E
4. The speaker s voice was of comfortable loudness and quality.	A B C D E
5. The microphones were readily accessible and easy to use.	A B C D E
6. The consultant had no difficulty hearing our questions.	A B C D E
7. The room size and seating arrangement was best for this type of telephone instruction.	A B C D E
8. The consultant was well organized and interesting.	A B C D E
9. Instructional objectives were appropriate.	A B C D E
10. Participants were encouraged by the consultant to take an active part in the program.	A B C D E
11. The session was well paced within the time allotted.	A B C D E
12. I felt comfortable asking the consultant questions.	A B C D E
13. The handout materials were most helpful.	A B C D E
14. I benefited by being able to relate course material immediately to my needs.	A B C D E
15. The scheduled time and day were satisfactory for the teleconference sessions.	A B C D E
16. Instructional objectives were met.	A B C D E
17. The consultant's presentation was excellent.	A B C D E
18. The speaker telephone approach to continuing education is excellent.	A B C D E

Your primary job classification (select only one answer from 19, 20 or 21).

19. A. Speech-language pathology B. Audiology C. Emotionally Handicapped D. Hearing Impaired E. Multiply Handicapped

20. A. Mentally Handicapped B. Physically Handicapped C. Learning Disabled D. Visually Handicapped E. Psychological Services

21. A. Special Education Administration B. Occupational Therapy C. Physical Therapy D. Paraprofessional E. Regular Class Teacher

Please record any written comments on a separate sheet (DO NOT WRITE ON TRANS-OPTIC FORM) and return to coordinator. Your comments are most helpful.

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

M E M O R A N D U M

TO: Speaker Telephone Coordinator

FROM: Bob Showalter, Project Director

DATE: September 28, 1981

RE: Evaluation Data

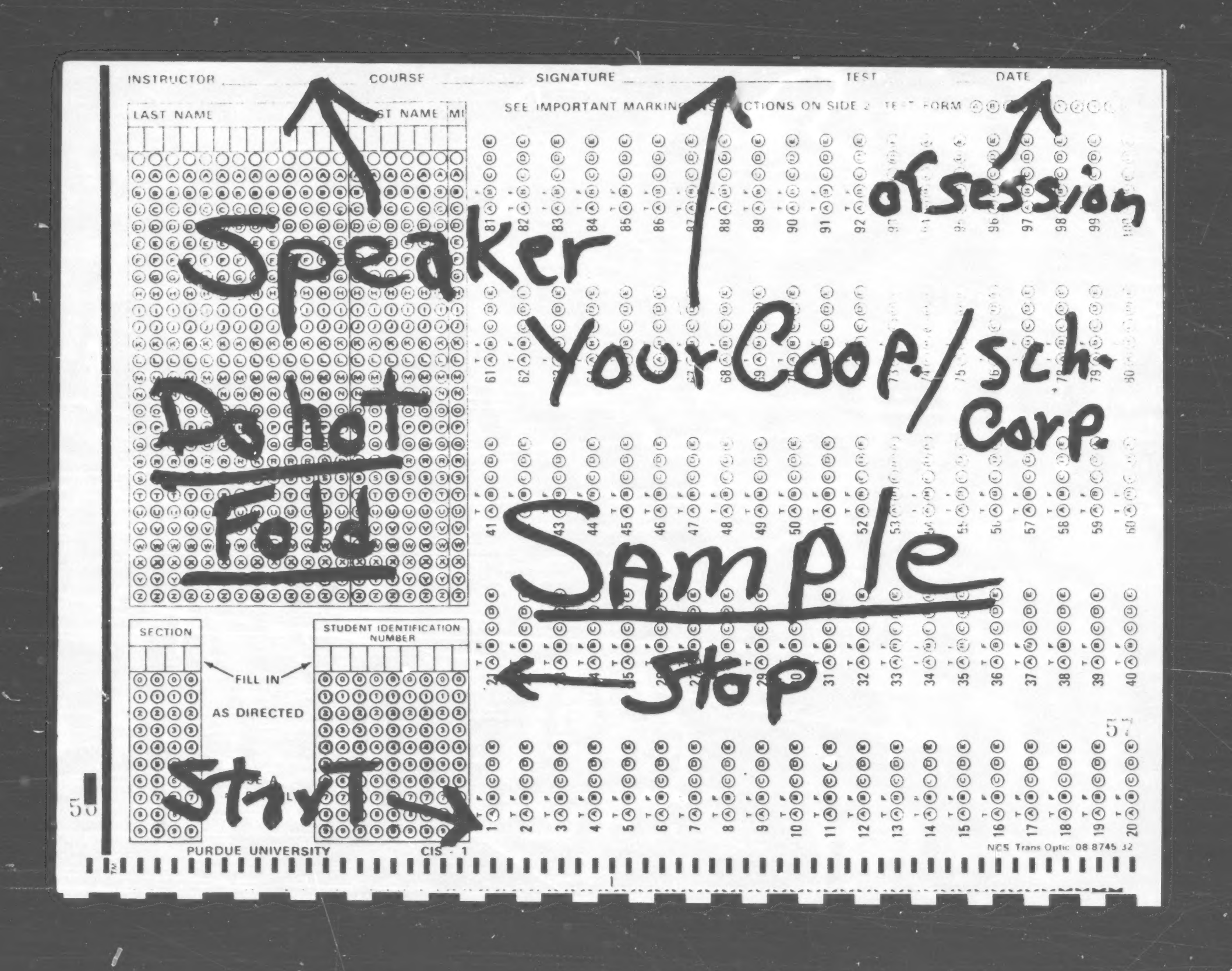
Enclosed is an item analysis print out of one of your speaker telephone sessions. You will note that the numbers down the left hand column correspond with the numbers on the evaluation form. FREQ indicates the number of participants responding to each rating level. PROP indicates the percentage of the participants responding at each rating level. CORR has no significance. A copy of this evaluation will also be sent to the consultant. Please call me if you have any questions or need any additional materials.

REMINDER: MY NEW TELEPHONE NUMBER IS (317) 494-3793. If I should be out of the office, let the phone ring 6 or 7 times and the call will be transferred to one of the secretaries. She can take a message.

Thanks again.

ja
encl.

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-8006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COURSE
SIGNATURE
TEST
DATE
LAST NAME
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Corp.
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Fold
Sample
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SECTION
FILL IN
AS DIRECTED
STUDENT IDENTIFICATION NUMBER
PURDUE UNIVERSITY
CIS - 1
NCS Trans Optic 08 8745 32

APPENDIX A

MODEL LETTER TO CONSULTANTS

Frances A. Doe, Ph.D.
Department of TLC
All State University
Any City, Any State XXXXX

Dear Dr. Doe:

I am very pleased you will be serving as a consultant for the (insert the name of your special ed cooperative here) in the Purdue Speaker Telephone Continuing Education Project. We think it is a most exciting endeavor and feel it will make a significant contribution to efficiently and effectively meeting in-service needs for those serving the communicatively handicapped in Indiana Schools. I am including for your information:

1. Project Abstract
2. Strategies for Implementing Speaker Telephone Instruction

As mentioned during our telephone conversation, we would like for you to provide (add the # of hours here) hours of telephone continuing education in the area of (indicate area topic here). Specifically, we are interested in discussing the following information: (provide details for your continuing education plan here, including dates and times for conference calls--be alert to time zone differences).

All speaker telephone continuing education calls will be audio-recorded so the information may be made available to staff unable to attend and other interested persons.

Upon completion of the speaker telephone hours specified above, Purdue University will pay you an honorarium of $50 per telephone hour of instruction. I must submit your social security number and preferred mailing address to Purdue before payment can be authorized. Would you please send both to me as soon as possible.

Bob Showalter, Project Director, has indicated that it would be most helpful in coordinating the project if copies of all correspondence were forwarded to him in care of:

Robert G. Showalter, M.A.
Associate Professor
Audiology and Speech Sciences
Purdue University
West Lafayette, IN 47907
(317) 494-8006

Speaker telephone instruction is not a new idea and research has clearly demonstrated that it is as effective as face-to-face instruction. However, to be successful, it is very important that we work closely together in planning the program. It is also very important that you review the enclosed information on speaker telephone instructional strategies.

Again, thank you for your willingness to participate. I will be contacting you prior to our first speaker telephone continuing education session to finalize our plans. If you have any questions, please feel free to call.

Sincerely yours,

(add your name, address, work and home telephone numbers)

mks
enclosures

NOTE TO LOCAL COORDINATOR:

Be sure to enclose 1) Strategies for Implementing Speaker Telephone Instruction and 2) The Project Abstract.

Have your letter to the consultant typed on letterhead by one of the secretaries in the special education administrative office.

APPENDIX B

PURDUE UNIVERSITY
DEPARTMENT OF AUDIOLOGY
AND SPEECH SCIENCES
West Lafayette, IN 47907

SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT
CONSULTANT HONORARIUM AUTHORIZATION

TO: LEA Coordinators
FROM: Bob Showalter, Project Director

Please send me white and yellow copies along with participant evaluation score sheets, only after consultant has completed ALL contracted hours. Pink copy for LEA Coordinator files.

Consultant's Name and address _____

_____

_____

_____

Social Security # _____

Exact Number of Hrs. Consultation _____ hours

Date(s) of Presentation(s) _____

Topic _____

Evaluation Low 1 2 3 4 5 High

LEA Coordinator _____
sign

Name of Special Education Coop./or Sch. Corp.

_____

APPENDIX C

SPEAKER TELEPHONE CONTINUING EDUCATION

Model News Release

Continuing education is taking on a new look--actually a new sound--as Indiana school personnel serving handicapped children gain access to the latest developments and remedial strategies over speaker telephones. They will receive an estimated 45,000 contact hours of continuing education delivered by over 250 consultants from throughout the United States without the costs of hotels, meals, or travel.

The (NAME OF YOUR SCHOOL/COOP.) is one of the 67 public school special education programs participating. They have received a speaker telephone specifically designed for both small and large group instruction.

(LEA PROJECT COORDINATORS NAME) is serving as project coordinator and has received special training on developing effective instructional strategies for the speaker telephone. Local staff selects consultants and designs continuing education topics relevant to its own needs.

(NAME/TITLE LEA DIRECTOR OF SPECIAL EDUCATION) points out that although the focus of the continuing education activities is to improve the quality of education for handicapped children, the end result is to have in place an information dissemination/exchange system that is limited only by the imagination.

The project was initiated by Robert G. Showalter, Associate Professor, Purdue University's Department of Audiology and Speech Sciences. Funded by the Indiana Department of Public Instruction, Division of Special Education, the three-year project (1979-1982)

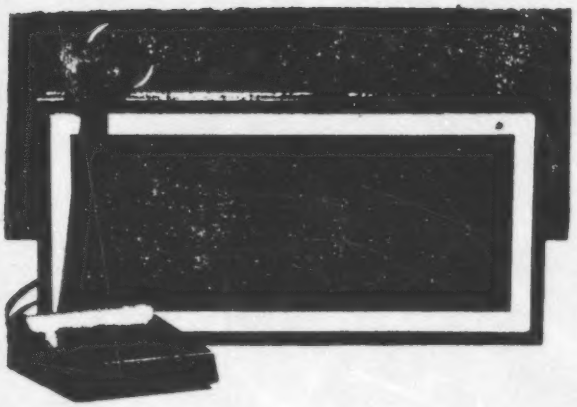
explores the use of speaker telephones as a viable energy, time, and cost efficient continuing education model.

Showalter has encouraged local coordinators to make the speaker telephone equipment available to all school staff. For example, a third grade teacher had her children read books written by Norman Bridwell and arranged for them to talk with the author hundreds of miles away. A high school teacher plans to have speaker telephone sessions in his government classes with United States senators and congressmen. Speaker telephones are also being used for career education. Showalter also anticipates using speaker telephones to offer university credit courses.

Interim evaluation data representing 2,500 responses reveal that 80 per cent of the participants we e able to immediately apply information gained to their work with handicapped children and 87 per cent rated the project as excellent. These preliminary findings suggest that speaker telephones can make a significant contribution to broadening educational opportunities.

APPENDIX D

DAROME MINI CONVENER SERIES



(14½ W, 7 H, 3½ D)

MULTI-TELECONFERENCING CAPABILITY

BUILT - IN P.A. SYSTEM

AUXILIARY INPUT & RECORD OUTPUT

COMPLETE SOLID STATE ELECTRONICS

SPECIAL CARDIOID DESIGNED MICROPHONE

PRIVACY MIC SWITCH

The Mini Convener Series consists of a self contained desk top teleconferencing unit which interfaces with standard telephone lines.

Various options and configurations are available; however, teleconferencing systems and programs are only as strong as the material prepared for transmission over a network along with the technical quality of the network. Properly designed programs, with a little imagination will fill the needs of any "real time" situation.

GENERAL SPECIFICATIONS

1) Public Address Control - Sets voice level of local participants. (This is a one time, screwdriver adjustment.)

2) Volume Control - Sets the voice levels of the incoming phone lines.

3) Microphone Input - Accepts any standard microphone terminated with a 1/4" plug.

4) Telephone Interconnect Cable - Cable which interfaces the convener into a standard phone jack.

5) Aux Input Jack - Allows for the playing of a prerecorded message or program which will mix with and be heard by the caller and over the local PA. This signal will also be available at the Record Output jack.

6) Record Jack - Interfaces with most cassette players.

7) Microphone - The low impedance microphone which comes with the convener has been designed to meet a tight cardioid pattern and specifically to match the convener. It is both sensitive and directional to eliminate "room acoustical feedback" associated with omni microphones.

8) Fuse - Standard 1/2 Amp AG series type.

9) Loop Back Switch - Contained in all 4 wire conveners. (It is a test feature for isolating network problems.)

10) Slide Projector Feature - Feature which allows any one station to "Trip" all slide projectors at all stations simultaneously.

MODELS

610 - 2 wire Mini Convener
611 - 4 wire Mini Convener
620 - 2 wire Mini Convener with slide projector capability.
621 - 4 wire Mini Convener with slice projector capability.

Darome Inc.
(800) 435-6174

APPENDIX E

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

Dear Speaker Telephone Consultant:

Thank you for participating in the Purdue Speaker Telephone Continuing Education Project. Please complete the enclosed evaluation form. I would especially be interested in any comments or suggestions you may choose to include on the back of the evaluation form. All of this information will be very helpful in assessing the effectiveness of the project. At the end of the year, I will send you a progress report on this year's activities.

At a later date, you will receive an item analysis print out of the participants' evaluation of your session. You will also receive a $50 per phone hour honorarium in about five weeks.

Thank you so much for your contribution to the project. If you have any questions, please feel free to call me at (317) 494-3793.

Sincerely,

Bob

Robert G. Showalter, M.A.
Associate Professor
Speaker Telephone Project Director

ja
encl.

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-8006

APPENDIX F

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

SPEAKER TELEPHONE CONTINUING EDUCATION

School Year _____

All participants please complete this form and return it to your LEA project coordinator. A copy will be sent to the consultants you select to assist in planning and to enhance teleconference interaction.

Name_____

Title_____

Employer_____

Work Address_____

Years of Experience_____Years with Current Employer_____

EDUCATION	INSTITUTION	MAJOR	YEAR
Bachelor Degree			
Masters Degree			
Other_____			

Licenses/Cert. held_____

Professional Assoc. Memb._____

Describe the type of handicapped children you serve(S & H Clinicians indicate number of schools, size of case load with approximate breakdown by disorder.) Use front side of page only.

APPENDIX G

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

SPEAKER TELEPHONE CONTINUING EDUCATION PROJECT

ORIENTATION CONFERENCE

September 25, 1981

Stewart Center, Room 322

8:30 a.m. (EST)	Registration, Coffee and Rolls
9:15	Introductory Comments - Bob Showalter, Project Director
	Funding - Jerry O'Brien, Project Business Manager, Purdue Continuing Education Administration
	"Using the Darome Conference Telephone/Tips on Planning Speaker Telephone Continuing Education"
	*Lou Appel, Director Customer Services Darome, Incorporated
11:30	LUNCH - John Purdue Room
1:00	"Advice from the Veterans--Second Year Participants"
	*Neil Carpenter, Porter Co. Coop. *Marilyn Deardruff, Gary Schools *Gwenn Sciackitano, Northwest Indiana Special Education Coop.
2:00	Planning Session - Bob Showalter
3:00	Adjourn

*By conference telephone

USE PARKING GARAGE EAST END OF MEMORIAL UNION ON GRANT STREET

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-8006

APPENDIX H

PURDUE UNIVERSITY DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES

SPEAKER TELEPHONE CONTINUING EDUCATION---ORIENTATION/PLANNING MEETING

Materials Packets

1. Coordinator Information Form (1)
2. Agenda (1)
3. Project Abstract (12)
4. Soliciting Consultants (1)
5. Model Letter to Consultants (1)
6. Consultant Honorarium Authorization (12)
7. Strategies for Implementing Speaker Telephone Instruction (12)
8. July 16, 1980 Memo - 1st year coordinator comments and consultant list (1)
9. Participant Information Form (one for each participating staff member)
10. Instructions and project code for completing TRANS-OPTIC evaluation (1)
11. 1980 ASHA Convention Short Courses (1)
12. Evaluation Question Form and #2 pencils (one for each participating staff)
13. TRANS-OPTIC evaluation answer sheet (One for each staff x ten)
14. Consultant Resource Directory (1)

Coordinators will also receive:

A. Darome Mini-Convener (1), Carrying Case (1), Mikes (2), Telephone (1)

B. Audio Tapes (5) 60 minutes each side

DO NOT MAKE CALL OUTSIDE THE CONTINENTAL UNITED STATES

Heavilon Hall
West Lafayette, Indiana 47907
(317) 494-8006